

PROFESSIONAL CAREER INTERNSHIP

5256

(PCI)

CIP Code: 52.9999 Business, Management, Marketing, and Related Support Services, Other

Professional Career Internship is a Career and Technical Education Business and Information Technology course that is designed to provide opportunities for students to explore careers that require additional degrees or certification following high school. The emphasis of the experience is on applying skills developed through instruction and on learning new career competencies at the internship site. The internship is tailored to the unique needs and interests of the student and is considered a high school capstone experience towards fulfillment of the student's meaningful future plan. Upon completion of the internship, students will review and revise their career plans. A training agreement outlines the expectations of all parties: the intern, parent/guardian, site supervisor/mentor, internship supervisor, and the school. Students participating in these structured experiences will follow class, school, business/industry/organization, State, and Federal guidelines. Internships may be paid or unpaid and must include a classroom component (such as a series of seminars, workshops, or class meetings) and regular contact between the interns and internship coordinator. Business Professionals of America (BPA) or DECA, An Association of Marketing Students, are the co-curricular student organizations associated with this course and integrates their programs and services into the business classroom.

- Recommended Grade Level: 11-12
- Recommended Prerequisites: Computer Applications and 4 credits in the student's career pathway.
- Credits: A one- or two-credit course over one semester
- Course may be repeated for a second semester in a new internship placement
- A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course
- A Career Academic Sequence, Career-Technical program, or Flex Credit course
- A minimum of 70 hours of workplace experience and a minimum of 15 hours of workshops, seminars, and/or classroom activities is required for one credit
- A minimum of 140 hours of workplace experience and a minimum of 30 hours of workshops, seminars, and/or classroom activities is required for two credits
- Internship placement must match career interest
- Course content standards and performance expectations and Indiana Academic Standards integrated at:
<http://www.doe.in.gov/octe/bme/curriculum/contentstandardsvoc.htm>
- Teacher Requirements: A vocationally licensed (CTE) business or marketing teacher must teach this course, <http://www.doe.in.gov/dps/licensing/assignmentcode>
- Funding: State Additional Pupil Count (APC) vocational funding available and must be taught by a vocationally licensed (CTE) business or marketing teacher,
<http://www.doe.in.gov/octe/>
- Career Clusters: A recommended component for career pathways in all Indiana career clusters
- Career pathway information: <http://www.doe.in.gov/careerpathways>

Standards for Professional Career Internship

This section contains the content standards and performance expectations for students enrolled in the course/program entitled *Professional Career Internship*. These content standards and performance expectations represent what students should know and be able to do after completing an internship experience and the seminars/classes. Some of the standards and performance expectations may already have been met through other classes and also may be evaluated during the selection process for the internship program.

PCI 1 Self-Awareness

PCI 1.1 Content Standard: Students assess personal skills, abilities, aptitudes, strengths, and weaknesses as they relate to career exploration and development.

Performance Expectations

PCI 1.1.1 Assess and analyze personal talents, values, and interests as they may relate to a future career based on the completion of standardized career interest and personality indicator assessments

PCI 1.1.2 Compare personal skills and aptitudes with various career options

PCI 1.1.3 Reassess personal strengths and weaknesses in relationship to career development

PCI 1.1.4 Match personal strengths to appropriate jobs and careers to maximize career potential

PCI 2 Career Research and Strategy

PCI 2.1 Content Standard: Students utilize career resources to develop career information that may include international career opportunities.

Performance Expectations

PCI 2.1.1 Analyze a specific career cluster using a variety of research tools

PCI 2.1.2 Relate career interests to opportunities in the global economy

PCI 2.2 Content Standard: Students apply knowledge gained from individual assessment to a comprehensive set of goals and an individual career plan.

Performance Expectations

PCI 2.2.1 Revise and implement a career plan that includes the required steps to transition from high school to post-secondary education/training or the workplace

PCI 2.2.2 Develop, maintain, and expand the network of people who can assist in achieving career goals

PCI 3 Workplace Expectations

PCI 3.1 Content Standard: Students relate the importance of workplace expectations to career development.

Performance Expectations

PCI 3.1.1 Demonstrate personal accountability and work productivity

PCI 3.1.2 Develop effective communication skills that include active listening, speaking, and non-verbal cues

PCI 3.1.3 Develop skills to give and receive constructive criticism

PCI 3.1.4 Demonstrate appropriate telephone and e-mail etiquette

PCI 3.1.5 Demonstrate correct grammar, spelling, and technical writing skills

- PCI 3.1.6** Explain the importance of and strategies for providing good customer service in the workplace
- PCI 3.1.7** Identify resources for developing and strengthening workplace skills
- PCI 3.1.8** Demonstrate the steps involved in resolving a conflict or stressful situation
- PCI 3.1.9** Demonstrate project planning and time management skills
- PCI 3.1.10** Discuss advantages and disadvantages of entering nontraditional occupations and techniques for eliminating gender bias and stereotyping
- PCI 3.1.11** Discuss social and economic factors that have resulted in career trends for a diverse workforce

Interpersonal

- PCI 3.1.12** Discuss and illustrate the positive and negative effects of a well-developed work ethic on worker and workplace productivity
- PCI 3.1.13** Develop and maintain positive and flexible behaviors and attitudes
- PCI 3.1.14** Model the characteristics of patience, honesty, and dependability
- PCI 3.1.15** Demonstrate appropriate social skills for the workplace
- PCI 3.1.16** Demonstrate the ability to function as a proactive, productive team member in the workplace
- PCI 3.1.17** Formulate strategies for working effectively with coworkers of varying age groups, cultures, and mental or physical abilities
- PCI 3.1.18** Demonstrate and discuss the importance of confidentiality, tolerance, and flexibility in interpersonal and group situations
- PCI 3.1.19** Adapt one's own behavioral style to increase interpersonal communication effectiveness and flexibility

Health and Safety

- PCI 3.1.20** Discuss how health, motivation, and physical fitness enhance performance
- PCI 3.1.21** Identify techniques for encouraging others to enhance their performance
- PCI 3.1.22** Identify techniques for maintaining healthy self-esteem and for maintaining and projecting a positive attitude

PCI 4 School-To-Career Transition

- PCI 4.1** **Content Standard:** Students develop strategies for an effective transition from school to career.

Performance Expectations

- PCI 4.1.1** Experience unpaid internship opportunities in a chosen career cluster
- PCI 4.1.2** Use evolving technologies to enhance and update the career portfolio, which may include resumes, sample cover letters, letters of recommendation, examples of work and technical skills, awards, industry certifications, and documentation of extracurricular and community service activities
- PCI 4.1.3** Present the career portfolio
- PCI 4.1.4** Research internship site(s) and/or career pathway(s) using all available resources
- PCI 4.1.5** Prepare electronic resumes and cover letters that meet business standards
- PCI 4.1.6** Complete an on-line job application accurately
- PCI 4.1.7** Demonstrate steps to prepare for an interview

PCI 5 Lifelong Learning

PCI 5.1 Content Standard: Students relate the importance of lifelong learning to career success

Performance Expectations

PCI 5.1.1 Demonstrate the importance of effective study habits, test-taking skills, and learning skills

PCI 5.1.2 Explore the knowledge, skills, and attitudes required to succeed in the current job/career, the next most likely job/career, and the ideal job/career

PCI 5.1.3 Use a variety of resources for accessing lifelong learning

PCI 5.1.4 Discuss the importance of participation in professional associations, service organizations, and community programs

PCI 5.1.5 Discuss the importance of flexible career planning and career self-management

PCI 5.1.6 Discuss the career opportunities resulting from new and emerging technologies

PCI 5.1.7 Demonstrate appropriate techniques for resigning from a position

PCI 5.1.8 Develop strategies for adapting to changes in the workplace

PCI 5.1.9 Develop strategies for balancing work, family, leisure, community service, and spiritual activities

PCI 5.1.10 Discuss the need for continual skills improvement to ensure lifelong career success

Indiana's Academic Standards Integrated into the Professional Career Internship Course

Although the following academic standards are expected to be integrated into the Professional Career Internship course, it is highly recommended that these standards also be integrated into all internship programs.

English/Language Arts

Standard 4

WRITING: Writing Process

- 12.4.2 Demonstrate an understanding of the elements of discourse, such as purpose, speaker, audience, and form, when completing narrative, expository, persuasive, or descriptive writing assignments.
- 12.4.6 Use language in creative and vivid ways to establish a specific tone.

Standard 5

WRITING: Writing Applications

- 12.5.5 Write job applications and resumes that:
 - provide clear and purposeful information and address the intended audience appropriately.
 - use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
 - modify the tone to fit the purpose and audience.
 - follow the conventional style for that type of document (a resume or cover letter of application) and use page formats, fonts (typefaces), and spacing that contribute to the readability and impact of the document.
- 12.5.6 Use varied and extended vocabulary, appropriate for specific forms and topics.
- 12.5.7 Use precise technical or scientific language when appropriate for topic and audience.

Standard 6

WRITING: Written English Language Conventions

- 12.6.1 Demonstrate control of grammar, diction, and paragraph and sentence structure, as well as an understanding of English usage.
- 12.6.2 Produce writing that shows accurate spelling and correct punctuation and capitalization.
- 12.6.3 Apply appropriate manuscript conventions in writing--including title page presentation, pagination, spacing, and margins--and integration of source and support material by editing sources within the text, using direct quotations and paraphrasing.

Standard 7

LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications

- 12.7.6 Use effective and interesting language, including informal expressions for effect, Standard English for clarity, and technical language for specificity.

Social Studies

Psychology

Standard 4

Personality, Assessment, and Mental Health

P.4.19 Explain how one's outlook (positive or negative) can influence mental health.

Standard 5

Socio-Cultural Dimensions of Behavior

P.5.12 Discuss conflict and the processes involved in conflict resolution.

Sociology

Standard 2

Culture

S.2.10 Work independently and cooperatively in class and the school and provide leadership in age-appropriate activities.

Standard 4

Social Groups

S.4.5 Analyze what can occur when the rules of behavior are broken, and analyze the possible consequences for unacceptable behavior.

Standard 8

Individual and Community

S.8.11 Investigate how incorrect communications, such as rumors or gossip, can influence group behavior.

Mathematics

Based on the student's specific career objective and internship site placement, math standards in algebra and geometry may be covered.

Science

Based on the student's specific career objective and internship site placement, science standards may be covered.

Secretary's Commission on Achieving Necessary Skills (SCANS) Competencies

The following is a description of the performance-based skills established by the United States Department of Labor Secretary's Commission on Achieving Necessary Skills. SCANS competencies are built around a three-part foundation of basic skills, thinking skills, and personal qualities that together reflect the skills necessary for the changing workplace. They also include resources, interpersonal, information, systems, and technology. The SCANS competencies are an excellent benchmark to use when developing training plans for the on-site internship experience.

Resources: Identifies, organizes, plans and allocates resources

- A. Time—selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.
- B. Money—uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives
- C. Material and Facilities—acquires, stores, allocates, and uses materials or space efficiently
- D. Human Resources—assesses skills and distributes work accordingly, evaluates performance, and provides feedback

Interpersonal: Works with others

- A. Participates as a Member of a Team—contributes to group effort
- B. Teaches Others New Skills
- C. Serves Clients/Customers—works to satisfy customers' expectations
- D. Exercises Leadership—communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies
- E. Negotiates—works toward agreements involving exchange of resources, resolves divergent interests
- F. Works with Diversity—works well with men and women from diverse backgrounds

Information: Acquires and uses information

- A. Acquires and Evaluates Information
- B. Organizes and Maintains Information
- C. Interprets and Communicates Information
- D. Uses Computers to Process Information

Systems: Understands complex inter-relationships

- A. Understands Systems—knows how social, organizational and technological systems work and operates effectively with them
- B. Monitors and Corrects Performance—distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions

Technology: Works with a variety of technologies

- A. Selects Technology—chooses procedures, tools, or equipment including computers and related technologies
- B. Applies Technology to Task—understands overall intent and proper procedures for setup and operation of equipment
- C. Maintains and Troubleshoots Equipment—prevents, identifies, or solves problems with equipment, including computers and other technologies

SCANS Foundation Skills

A. Basic Skills

Reading—Locates, understands, and interprets written information in prose and documents, including manuals, graphs, and schedules, to perform tasks; learns from text by determining the main idea or essential message; identifies relevant details, facts, and specifications; infers or locates the meaning of unknown or technical vocabulary; and judges the accuracy, appropriateness, style, and plausibility of reports, proposals, or theories of other writers.

Writing—Communicates thoughts, ideas, information, and messages in writing; records information completely and accurately; composes and creates documents such as letters, directions, manuals, reports, proposals, graphs, and flow charts with the language, style, organization, and format appropriate to the subject matter, purpose, and audience; includes, where appropriate, supporting documentation and attends to level of detail; and checks, edits, and revises for correct information, appropriate emphasis, form, grammar, spelling, and punctuation.

Arithmetic—Performs basic computations; uses basic numerical concepts such as whole numbers and percentages in practical situations; makes reasonable estimates of arithmetic results without a calculator; and uses tables, graphs, diagrams, and charts to obtain or convey quantitative information.

Mathematics—Approaches practical problems by choosing appropriately from a variety of mathematical techniques; uses quantitative data to construct logical explanations for real world situations; expresses mathematical ideas and concepts orally and in writing; and understands the role of chance in the occurrence and prediction of events.

Listening—Receives, attends to, interprets, and responds to verbal messages and other cues such as body language in ways that are appropriate to the purpose—for example, to comprehend, learn critically, evaluate, appreciate, or support the speaker.

Speaking—Organizes ideas and communicates oral messages appropriate to listeners and situations; participates in conversation, discussion, and group presentations; selects an appropriate medium for conveying a message; uses verbal language and other cues such as body language in a way appropriate in style, tone, and level of complexity to the audience and the occasion; speaks clearly and communicates a message; understands and responds to listener feedback and asks questions when needed.

B. Thinking Skills

Creative Thinking—Generates new ideas by making nonlinear or unusual connections, changing or reshaping goals, and imagining new possibilities; and uses imagination freely, combining ideas or information in new ways, making connections between seemingly unrelated ideas, and reshaping goals in ways that reveal new possibilities.

Decision Making—Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternatives.

Problem Solving—Recognizes that a problem exists (i.e., that there is a discrepancy between what is and what should be); identifies possible reasons for the discrepancy; devises and implements a plan of action to resolve it; and evaluates and monitors progress, revising the plan as indicated by findings.

Mental Visualization—Sees things in the mind's eye by organizing and processing symbols, pictures, graphs, objects, or other information—for example, sees a building from a blueprint, a system's operation from schematics, the flow of work activities from narrative descriptions, or imagines the taste of food from reading a recipe.

Knowing How to Learn—Recognizes and can use learning techniques to apply and adapt existing and new knowledge and skills in both familiar and changing situations; and is aware of learning tools such as personal learning styles (visual, aural, etc.), formal learning strategies (note taking or clustering items that share some characteristics) and informal learning strategies (awareness of unidentified false assumptions that may lead to faulty conclusions).

Reasoning—Discovers a rule or principle underlying the relationship between two or more objects and applies it in solving a problem—for example, uses logic to draw conclusions from available information, extracts rules or principles from a set of objects or a written text, or applies rules and principles to a new situation (or determines which conclusions are correct when given a set of facts and conclusions).

C. Personal Qualities

Responsibility—Exerts a high level of effort and perseverance toward goal attainment, works hard to become excellent at doing tasks by setting high standards; pays attention to details; works well even when assigned an unpleasant task; displays a high level of concentration; and displays high standards of attendance, punctuality, enthusiasm, vitality and optimism in approaching and completing tasks.

Self-Esteem—Believes in own self-worth and maintains a positive view of self, demonstrates knowledge of own skills and abilities, is aware of one's impressions on others, and knows own emotional capacity and needs and how to address them.

Sociability—Demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and ongoing group settings; asserts self in familiar and unfamiliar social situations; relates well to others; responds appropriately as the situation requires; and takes an interest in what others say and do.

Self-Management—Accurately assesses own knowledge, skills, and abilities; sets well-defined and realistic personal goals; monitors progress toward goal attainment and motivates self through goal achievement; and exhibits self-control and responds to feedback unemotionally and non-defensively.

Integrity/Honesty—Recognizes when being faced with making a decision or exhibiting behavior that may break with commonly held personal or societal values; understands the effects of violating these beliefs and codes on an organization, oneself, and others; and chooses an ethical course of action.

Source: *What Work Requires of Schools, A SCANS Report for America 2000*, U.S. Department of Labor, 1991.